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NATIONAL ASSOCIATION of CORPORATION SCHOOLS

Bulletin

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Volume II

December, 1915

Association Activities

Educational Work of the Dennison Manufacturing Company

By Clarence E. Shaw

Correspondence Course of the Equitable

By William Alexander

Chamber of Commerce Boosts Evening Schools

School Girls like Office Work

PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE

The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold: to develop the efficiency of the individual employe; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employes. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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The New York Edison Company

The National Association of Corporation Schools

Bulletin

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Edited by F. C. Henderschott, Executive Secretary

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No. 12

THE ADVANCE OF EDUCATION

Those who are inclined to be impatient over the progress of vocational or broader industrial education can find solace in a survey of the past two or three years. What five years ago was considered radicalism on the part of a few of the bolder pioneers, who believed and proclaimed that the foundation of permanent American prosperity must rest upon universal education and training, is now universally accepted. There is no room for argument. Today all effort is directed toward working out the problems. Nor is the effort confined to the established institutions of learning. It is an exceptional board of trade or other business organization which does not now have an active educational committee. Other things being equal the trained mind always wins over the untrained mind.

Day by day the American press brings evidence of increasing effort. It is the exceptional community which is not preparing for or inaugurating broader educational systems. Vocational, part-time systems, alternating systems, trade schools, night schools and schools conducted by the larger industrial corporations on behalf of their employees are springing into existence in almost every community.

SERVICE TO CITY AND STATE

A writer in the *Philadelphia Ledger* discusses conditions among the established educational institutions:

For the colleges of the country there is no ebb tide nor any likelihood of one. From 60 representative institutions of higher learning comes a report of progress, of record enrollments, material growth, higher scholastic standards and increased service to community, state and nation.

With many colleges the problem of limiting numbers is

rapidly becoming a vital one and pressing for solution. Some institutions have as many students as they want; others have as many as they can take care of with their present equipment.

The business of removing unnatural barriers between the high school and the college goes on with renewed fervor. No educational development of the times is more pronounced or more insistently demanding attention than the nation-wide tendency toward a closer union of the agencies of popular education. What was accomplished by law in the Western commonwealths, where great State universities are thriving, is being accomplished in the east by moral suasion.

The day of the old-fashioned inflexible college entrance examination is passing; in fact, it is not wholly incorrect to say that it is past. Harvard, Yale and Princeton have entrusted some of their admission tests to the College Entrance Examination Board; Dartmouth has an officer whose sole duty it is to effect cordial relations with the secondary schools of New Hampshire, and the New Hampshire College has opened its doors to the holder of a diploma from any accredited high school in the State.

Every college in the land is trying to do more for the city and state in which it is situated. In Massachusetts, for instance, there is suspended over the heads of existing colleges the threat of a state university. Thousands of citizens cling to the belief that the 16 institutions already situated in the state cannot or do not offer the proper educational opportunities to their sons and daughters. Forgetting that tuition is a small part of the expense of going to college, they demand an institution which shall charge no fees and which shall be supported by public taxation. And unless the present colleges make it plain that the service they give is akin to that given by Wisconsin or Michigan and that their doors are open to and their many scholarships available for any serious-minded qualified boy, a state university will surely come.

That the Massachusetts colleges appreciate the gravity of the situation is being constantly shown. Extension work, hitherto more or less local, has been made to embrace the entire state, professors are being put at the service of municipalities which are in search of expert advice, the number of scholarships is being increased and the opportunities for self-help broadened, and at nearly every educational gathering service to the state is given a pre-eminent place in the discussion.

NOVEL PUBLIC SCHOOL EXPERIMENT

The citizens of the United States, having progressed to a point where there is universal acceptance of the doctrine of broader and better educational systems as an enduring foundation for permanent prosperity, many novel experiments are being tried in an effort to determine best methods for solving the problem.

In New Orleans, a community fully alive to the advantages of the new educational propaganda, Dr. Hill, director of the Bureau of Educational Research, a branch of the public school system, has decided to take his schooling "all over again." Dr. Hill has begun at the first grade in an elementary school of that city and states he will continue his studies until he has successfully completed the entire eight grades.

He will spend at least one day in each of the sixteen divisions of the eight grades. Although Dr. Hill may not win his promotion to the next higher grade after just one day of work, he will complete the course in as short a time as possible. His report will then be made to Superintendent Gwinn and the school board.

The purpose of the investigation is to discover everything possible in regard to the efficiency or non-efficiency of the public school system in the elementary grades. Dr. Hill will receive from each teacher a comprehensive criticism on text books, materials, programs, methods of handling supplies, divisions of labor, etc. These he will incorporate in his report. He is not expected to make any criticism as to the methods of teaching, for this comes under the direct supervision of the principals and the superintendent of schools.

Dr. Hill expects this work to be perhaps the most important feature of the winter activities in his Bureau.

A NIGHT SCHOOL OF EFFICIENCY

At Louisville, Kentucky, another center of educational activity is developing. The *Louisville Courier-Journal* recently contained a leading editorial discussing a night trade school which has been established to serve in a measure, at least, the requirements of that metropolis.

The du Pont Night Trade School's patronage shows that such an institution meets a positive and widespread demand

in Louisville, and will be of permanent and solid value to the city as an improver of efficiency.

A waiting list of more than thirty names for the course in machine shop work indicates a lively desire upon the part of workmen to learn a well-paid trade. Seventy-eight pupils are studying electricity; seventy are learning mechanical drawing; twenty-seven are becoming proficient blacksmiths.

The *Courier-Journal* points out apprenticeships formerly were the preliminary training of doctors, lawyers, dentists and pharmacists. Vocational training even for the learned professions so called is comparatively new in America. As a result of vocational schools, some callings formerly despised, and justly so, have become professions. Dentistry provides a good example. It was once about upon a parity with umbrella mending. A dentist had a kit of tools and tramped about looking for victims. As a profession dentistry is only about fifty years old, and although it was a calling in the days of Herodotus, America's colleges of dental surgery made this country the founder of the profession. American dentists became boasted acquisitions at European courts and well-paid practitioners in European capitals, because vocational training schools in this country set a constantly rising standard of requirements.

Medicine and surgery formerly were haphazard callings. The priest was the family physician. The barber was often the surgeon. Priest-physicians were resident prescribers of potions and poultices because they had other work to do. Surgeons who were not barbers were itinerant, and did not dare double on their tracks for fear of meeting mobs composed of enraged relatives and friends of the deceased. They were the bolder adventurers who attempted serious operations. The use of boiling oil or white hot iron to stop the flow of blood after amputations were among their practices. Anaesthetics were, of course, unknown, and the man who fell into the hands of the surgeons fared worse than the man who was taken by savages. He could neither escape nor resist torture.

It is when we consider the dark ages of medicine, and of dental and general surgery—a period beyond which, somewhere in unwritten ancient history, lay the ruins of abandoned vocational schools which equipped prehistoric surgeons to trepan skulls and Egyptian dentists to install gold fillings—that we appreciate the marvels wrought by vocational training in the professions during the last century.

The du Pont Night Trade School, Louisville's opening

gun in the war against stagnation through inefficiency, is being patronized by messenger boys, automobile mechanics, tailors, machine shop 'prentices, clerks, "handy men," office boys, pharmacy clerks, grocery clerks, tanners, bundle boys, wrappers, plasterers, cable-splicers, sawyers, carpenters, unskilled laborers, shoemakers, bookkeepers, butchers, stenographers and followers of many other means of livelihood, to whom it offers a new and alluring opportunity.

Every city which establishes and expands facilities for wage-earners who would increase their usefulness and thereby increase their earning power attacks the problem of progress from the right angle.

CAMPAIGN FOR CLASS "A" MEMBERS

The campaign for new Class "A" members in our Association, which was inaugurated by sending to a list of American industrial institutions a circular letter signed by a sub-committee of the Policy and Finance Committee of our Association, has produced results which indicate a growing interest in broader education for the American youth and incidentally, an increased interest in the work which our Association is attempting to do.

Elsewhere in this issue of the BULLETIN will be found a list of eight new Class "A" members, and other industrial institutions, have indicated an intention of taking membership at an early date.

At the last meeting of the Executive Committee of our Association, the members of the Committee severally pledged themselves to secure at least five new Class "A" members.

The expenses of conducting our Association would be practically no more with a membership of two hundred than at the present time with a membership of eighty-one. The increased membership, however, would result in materially increasing the revenue of the Association, which would permit of a broader and more energetic program of work. It is believed that a Class "A" membership of two hundred is not impossible. In fact, with united persistent effort this result should be obtained by the close of 1916. The very vigorous and well-planned program of activities which is being carried out this year must result in increased enthusiasm and a broader understanding of the possibilities of accomplishment by our united efforts.

The day is not far distant when industrial institutions will

recognize the value of training for efficiency as fully as the value of safety measures is now recognized. Other things being equal, the trained mind always wins over the untrained mind. Proper training for development is an investment which must be provided for in future budgets of industrial institutions.

SCIENTIFIC FARMING AND NATIONAL PROSPERITY

Here and there throughout the United States organizations with educational features have been springing into existence during the past few years. Jerry Moore, a fifteen-year-old boy of South Carolina, a member of the "Corn Club Boys," has grown 228 bushels of corn on one acre of land. Jerry grew his corn scientifically. Fifty-two boys in Georgia have received diplomas from the Agricultural Bureau for growing over 100 bushels of corn per acre. Nineteen boys in one county in Georgia furnished 90 bushels per acre. One hundred boys in Alabama averaged 97 bushels per acre, and 21 boys in Yazoo, Mississippi, averaged 111 bushels to the acre—and at an average cost of nineteen cents a bushel. Mississippi's average crop per acre that year was 19 bushels for which an average price of 72 cents was paid. One hundred boys in the same state averaged 63 bushels to the acre. Sixteen boys in Dillon County, South Carolina, grew 100 bushels and over, on each acre.

Jerry sat the pace. The yields per acre above related took place the year after Jerry wrought his accomplishment. Within three years after Jerry had raised his wonderful acre, the corn crop of South Carolina jumped from 17,000,00 bushels to 50,000,000 bushels.

In 1913 Walker Lee Dunson of Alexander, Ala., became the champion corn grower of the world with a record of 232.7 bushels for one acre. These accomplishments are by boys of fifteen or under and the accomplishments are the result of the instructions which boys have received through the "Corn Club Boys" association. An organization of equal importance to the girls, no doubt, is the "Canning Girls' Club" where they are taught how to can and preserve vegetables and fruits.

It is a backward agricultural community that is not now in touch with the agricultural college of the State. Most counties in most States have their grain conferences, the county farmers' institutes and their study sessions. Representatives of the State Agricultural College go about from farm to farm in the counties to which they are assigned and aid the farmers in the prepara-

tion and growing of their crops. During the winter months the instruction sessions are held. In many communities definite agricultural courses are finding a place in the high schools and often in the common grade country schools. Probably in five years more the country school that is not teaching some agricultural information will be the exception rather than the rule.

Another reassuring thought is that the members of the "Boys Corn Club" will shortly be owners and operators of farms. Scientific farming means a lot to the prosperity of the United States.

SOUTH DETERMINED TO END ILLITERACY

After many years of theory and talk, it now appears that the real fight against adult illiteracy in the South has begun. The newest move in the campaign has been taken up by the state of Louisiana. The method to be used is that of "moonlight" schools, which has been tried with success in a number of the southern states.

The Louisiana State Department of Education, in conference with the various parish educational heads of the state, at a meeting last week decided upon the night-school system of education for grown people in rural sections as well as among the laboring classes of cities. Details are now being arranged for the inauguration of this feature as a part of the state educational system as early as possible, probably within the next few weeks. The night schools will be established in at least sixteen parishes and will be begun in others later.

The "moonlight" school idea had its origin with a little country school teacher in Kentucky. It was tried in several rural localities in Kentucky and was later used in similar fashion in Alabama, Georgia and North Carolina. It is now used in all of these states, but has been formally adopted by the state as a part of its educational system in only North Carolina and Louisiana. In North Carolina the system is state-wide and its opening this fall was a big civic event throughout the state.—*Philadelphia Ledger.*

BOOKS RECEIVED

"The Executive and His Control of Men," by Enoch Burton Gowin. Published by The Macmillan Company.

"Why a Boy Should Learn a Trade," by Peter M. Kling..

POSITIONS RETAINED BY 19,000 CHILDREN

Only 1,000 Discharged Because of New Labor Law— Continuation Classes Gain Favor

Although a complete report has not yet been prepared, educational authorities say that the industrial survey of Philadelphia, recently conducted by ten factory inspectors from the State Department of Labor and Industry, with a view to discovering just how many working children would have to be accommodated in the continuation classes to be formed after January 1st, has shown the attitude of employers to be generally favorable to the establishment of such classes, says the *Philadelphia Ledger*.

In the textile industry, it is admitted, there is disapproval of the idea of devoting eight hours of each child's working time to continuation studies, and this disapproval has found expression in the discharge of many child workers, between the ages of 14 and 16. But the number discharged but slightly exceeds 1,000 while about 19,000 others in various industries retain their positions.

Employers who have discussed the law and its provisions with school authorities are said to be much more favorably disposed toward continuation classes than they were at first.

It has been brought to their attention, too, that these classes will not spring up overnight, but that it will take at least a year to organize them.

Until Attorney General Francis Shunk Brown gives an opinion as to whether or not the child labor law is retroactive, educators will not know whether they will have to provide classes for 20,000 children or only 8,000.

RECOGNIZE APPRENTICE SCHOOLS

Apprentice schools operated by the Westinghouse interests, the Carnegie Steel Company, and other large corporations in the Pittsburgh district will be recognized by the State Department of Public Instruction under the new Child Labor law, according to Millard A. King, State Director of Industrial Education.

Under the new law after January 1, any boy or girl under sixteen years of age who has had less than a sixth grade schooling must be sent to school for eight hours a week, if employed, at the expense of the employer for time lost from work.

ASSOCIATION ACTIVITIES

REPORT OF THE NOVEMBER MEETING OF THE EXECUTIVE COMMITTEE—ELECTION OF THREE NEW MEMBERS TO THE BOARD—PROCEEDINGS—ACTIVITIES OF THE SUB-COMMITTEES.

President McLeod presided at the meeting of the Executive Committee in New York City on November 4th. There were also present Mr. Herbert J. Tily, First Vice-President; Mr. Harry Tipper, Second Vice-President; Dr. Lee Galloway, Secretary; Mr. George B. Everitt, Treasurer; Mr. William D. Kelley; Mr. L. L. Park; Mr. George N. VanDerhoef, proxy of Mr. M. W. Mix; and Mr. F. C. Henderschott, Executive Secretary. Mr. F. N. S. Russell, Class "A" Representative of the United States Cast Iron Pipe and Foundry Company; Mr. E. H. Fish, Chairman of the Committee on Public Education, and Mr. A. E. Corbin, member of the Committee on Public Education also attended.

Dr. Royal Meeker, Commissioner of Labor Statistics of the United States, and Mr. William F. Kirk, special agent of the Bureau of Labor Statistics, were present at the opening of the session. The Executive Secretary explained that Dr. Meeker and Mr. Kirk had called on him and had asked for assistance in gathering and compiling data relating to employment with special reference to large industrial institutions. They were invited to meet with the Executive Committee and present their plan. President McLeod extended to Dr. Meeker an opportunity to address the meeting. The Commissioner stated that there was a large loss under the system of "hiring and firing" which still prevailed in the large industrial establishments and that the labor turn-over, as commonly called, was wasteful and inefficient. The United States Bureau of Labor Statistics is undertaking to gather data on this subject which will be published as a Bulletin by the Government and Dr. Meeker asked the co-operation of our Association in this work. Upon motion the matter was referred to the Committee on Employment Plans, with the request that the Committee co-operate with the Commissioner in developing the work which has been undertaken.

The report of the treasurer was presented by Mr. Everitt and was accepted and ordered spread on the minutes.

Mr. E. M. Hopkins, a member of the Executive Committee,

having left the services of The Curtis Publishing Company, presented his resignation, and upon motion the resignation was accepted. Mr. Robert C. Clothier, the new Class "A" representative of The Curtis Publishing Company, was elected under provision of Article VIII, Section 4 of the Constitution, to fill the vacancy until the next annual meeting of the Association.

Mr. H. G. Carnell, of The National Cash Register Company, was elected to fill the vacancy caused by the resignation of Mr. R. H. Grant and to hold the position until the next annual meeting of the Association.

The resignation of Mr. J. W. L. Hale, formerly Class "A" representative of the Pennsylvania Railroad Company, was presented. Mr. Hale has left the service of this company and his successor, Mr. Jacob Yoder, was elected to fill the vacancy until the next annual meeting of the Association. In presenting his resignation, Mr. Hale, who is Chairman of the Committee on Trade Apprenticeship Schools, also presented his application for Class "C" membership and stated his willingness to continue as Chairman of this Committee until the next annual convention of the Association. Upon motion, Mr. Hale's offer was accepted with thanks.

A bound volume of the Proceedings of the third annual convention, held at Worcester, Massachusetts, last June, was presented to the Committee. The Executive Secretary stated that copies of these bound volumes would be forwarded to all members of the Association within the next few days. The Executive Committee fixed the following prices at which the Proceedings might be sold: All members without regard to Class will be furnished one copy without charge. Additional copies to Class "A" members, \$3.50; price to libraries and colleges, \$5.00; to other than Class "A" members, libraries and colleges, \$7.50.

The Executive Secretary reported that second-class entry for the Association's Bulletin could not be secured until the Constitution had been revised to include a section required by the Post Office authorities. The matter was referred to the Committee on Revision of the Constitution.

There was presented a request from the National Society for the Promotion of Industrial Education through its Secretary, Alvin E. Dodd, that our Association endorse certain resolutions favoring what is known as the Smith-Hughes Bill, a measure now before Congress. After full discussion the Executive Committee decided that it was not its function to endorse legislation

which originated with outside Associations. The Executive Committee has not endorsed any political measure up to this time and the feeling was that our Association has not reached the point where it is ready to take up promotional work of a political character. It was the feeling of the Executive Committee that if endorsement were to be given to any political measure, such endorsement should be by the individual Class "A" members of our Association rather than by the Executive Committee of the Association.

Mr. F. N. S. Russell, Class "A" representative of the United States Cast Iron Pipe and Foundry Company, upon invitation from the Executive Committee, addressed the meeting on the subject of their educational requirements and it was the feeling of the Executive Committee that possibly other of our member companies have similar educational needs; namely, developing the raw, untrained laborer through fundamental instruction as well as through special courses. Mr. Russell was thanked for his appearance before the Board and assured that the matter would have careful consideration with a view to developing this branch of training through a proper Committee.

The report of the Membership Committee was presented and considerable discussion followed. The desirability of increasing the Association's Class "A" membership was generally admitted and upon the suggestion of President McLeod the members of the Executive Committee individually pledged themselves to secure at least five new Class "A" members. The Secretary made a detailed report of the recent campaign for new Class "A" members which showed a net result of seven new memberships received up to the time the report was made.

Activities of the Sub-committees

The Executive Secretary presented a preliminary report for Mr. James A. Roosevelt, Chairman of the Committee on Allied Institutions, which report, being in accordance with the instructions of the Executive Committee as contained in its memorandum of July 7th, was approved and the Committee requested to proceed along the lines suggested.

Mr. Tipper, Chairman of the Codification Committee, reported that a questionnaire, prepared by his Committee, had been sent to all Class "A" members of our Association and that about thirty answers had been received. Mr. Tipper dwelt upon the importance of this work and it was the opinion of the members

present at the meeting that a correct codification of the educational courses in use by the member companies would be very valuable. As the preliminary report submitted by Mr. Tipper was in accordance with the desires of the Executive Committee as embraced in its memorandum of July 7th the report was accepted and the Committee instructed to proceed along the lines indicated.

Mr. E. H. Fish, Chairman of the Committee on Public Education, submitted a preliminary report. With Mr. Fish's approval a slight change in the wording of the report was suggested and upon motion the report was accepted and the Committee instructed to proceed along the lines indicated.

A letter from Mr. Sydney W. Ashe, Chairman of the Committee on Safety and Health, was read. As the letter indicated that this Committee was proceeding along the lines indicated in the memorandum issued July 7th, the preliminary report was approved and the Committee instructed to proceed along the lines indicated.

Dr. Galloway, Chairman of the Committee on Advertising, Selling and Distribution, reported further for his Committee. His report was approved.

The Executive Secretary read a report from Mr. James W. Fisk, Chairman of the Committee on Retail Salesmanship. This report was in accordance with the instructions of July 7th and the report was, therefore, approved by the Executive Committee and Mr. Fisk's Committee was instructed to proceed along the lines indicated in the report.

As the preliminary reports of the various committees have all been made and there was no other important business in sight, the Executive Committee adjourned to meet next on the first Tuesday in January, 1916. The Committee on Revision of the Constitution will meet on December 7th to prepare a report which will be presented at the January meeting of the Executive Committee.

PUPILS VISIT ELECTRICAL SHOW

Fifteen thousand school children ran things their own way at the Electrical Exposition in the Grand Central Palace, New York, the occasion being School Day. The children who participated will long remember it as one of the biggest times of their lives. For several hours they made a playground out of the big Palace.

The Board of Education had a series of exhibits, occupying most of the third floor at the Electrical Exposition, which showed the vocational work carried out in the public school system of New York and how extensively electricity is employed in this work. Because of the educational value of this and many of the 163 exhibits, particularly those shown by the Army, Navy and Treasury departments of the United States Government, the school authorities were desirous of having as many school children as possible visit the Electrical Exposition.

NEW MEMBERS

Since the last membership statement appeared in the BULLETIN the following new members have been received:

Class "A"

- American Tobacco Company, 111 Fifth Avenue, New York, N. Y.—Mr. J. Coughlan.
Consolidated Gas, Electric Light & Power Company of Baltimore, Baltimore, Md.—Mr. Douglas Burnett.
Henry Disston Sons, Inc., Philadelphia, Pa.—Mr. Samuel H. Disston.
The Mountain States Telephone & Telegraph Company, Denver, Colorado—Mr. R. B. Bonney.
Newport News Shipbuilding & Dry Dock Company, Newport News, Va.—Mr. E. O. Smith.
The Schwarzenbach, Huber Company, West Hoboken, N. J.—Mr. Viola.
The Selby Shoe Company, Portsmouth, Ohio—Mr. W. D. Gilliland.
Western Union Telegraph Company, 195 Broadway, New York, N. Y.—Mr. J. K. Brughler, Jr.

Class "B"

- Mr. T. L. Brennock, The New York Edison Company, New York, N. Y.

Class "C"

- Mr. J. W. L. Hale, Massachusetts Board of Education, Boston, Mass.
Mr. William Spinney, Henry Holt & Company, New York, N. Y.
State Civil Service Commission, Springfield, Ill.
Mr. E. C. Wolf, The Dyer Film Company, Fifth Avenue Building, New York, N. Y.

INDUSTRIAL EDUCATION IN JAMAICA.**Happy Grove Industrial School Promises to Be Island's
"Tuskegee Institute."**

The Happy Grove Industrial School gives promise of being to the Island of Jamaica what the Tuskegee Institute is to the people of the South. It is 16 years since the work began here with girls, and so gratifying have been the results that a new and rather imposing edifice was thrown open to boys a short time ago.

The school, which is under the management of the American Friends' Board of Foreign Government, is inspected by the educational department of the Jamaica government, which contributes to its support. It is also aided by contributions from private individuals. The students are taught reading, writing, arithmetic, geography, history, drawing, scripture and the sciences. There is also a course in agriculture, and, while little has been accomplished thus far, there is hope that much will soon be done in this branch, because Jamaica's great industry is agriculture.

The agricultural course covers three years. The first year's work course includes: Study of the soils, classification according to formation of soils, classification according to agriculture, purposes and methods of tillage, preservation of moisture, and care of agricultural tools and their use. The second-year deals with (1) drainage, purposes and methods; (2) irrigation, its purposes and the sources of water; and (3) the study of crops, especially bananas, cocoanuts, sugar cane, the cacao bean, and coffee. Much attention is also given to the breeding, care, and preparation of plants both for culture and for the markets. The third year is devoted to diseases of plants and to the study of insects. The care and management of domestic animals are carefully taught, and special instruction is given in foods and methods of feeding.

It is worthy of note that each pupil is taught more or less of the art of tailoring—such tailoring as will serve them in their later life, whatever occupation they may follow; the same may be said of mending, and, in some cases, of making boots and shoes. There are also classes in cabinet-making and carpentry. To all this is added what is called "domestic training," for girls, in matters pertaining to dress, health, physical culture, and general housework.

EDUCATIONAL WORK OF THE DENNISON MANUFACTURING COMPANY

Functions of the Training Department—Avoid Duplication of Public School Courses as Much as Possible

BY CLARENCE E. SHAW

Factory Employees

The training of the factory employes of the Dennison Manufacturing Company is based upon a careful study which has been made of all the different jobs existing in the works. An analysis of occupations was made under the direction of the Employment Manager, from which was determined as accurately as possible the mental and physical requirements necessary for an employe to have in order to fill the positions satisfactorily.

When a position is to be filled, the Employment Department selects from applicants one who has the necessary qualifications. The new employe is then turned over to the Training Department, where he is taught the special knowledge necessary to equip him for his position. The worker is shown the most approved and best methods for doing the work, as determined by the time study work of the Efficiency Department. Also such correlated knowledge as is found of value to the employe is taught, such as the principles of machine constructions, how the materials he uses are made, and how to care for them, etc. When the employe is familiar with the work he is to do, and is able to earn a specified wage at piece rates or bonus, he is then transferred to the actual manufacturing department.

The purpose of this training department is twofold. First of all its work is to fit the new employe for his particular work in the plant. It relieves the foremen of the trouble and expense of breaking in new help. It is supposed to do the work more quickly and more thoroughly than the foremen have time to accomplish. Its second function is to pass on the vocational ability of the new employe. In a plant with so many different classes of work, it is impracticable to say the least, if at all possible, to predetermine just the exact aptitudes that the applicants for the work may have. Psychology may do this in the future, but for the present, actual experience at the job is the only safe guide.

In the Training Department, the new employe is under close observation of the instructors, and it is determined whether he will succeed or fail at the work for which he was employed.

If a failure, it is possible to assign him to a job for which he is fitted, because of the many and varied lines of work existing in the factory. It infrequently happens that a person is discharged by the Training Department as being unfitted for any kind of work. For this reason, labor turnover, which is so expensive in manufacturing industries, is reduced.

The training plan as outlined above is in force for one large branch of the factory and will be gradually extended to all branches as fast as is practicable. It applies to what are termed non-trade occupations. For the trades, such as printers, machinists, and the like, it is probable that the part time or continuation school methods will be used.

Office Employees

It is not the policy of the company to assume the work of teaching subjects that properly belong to the Public Schools, but to confine its work to special subjects peculiar to its own business. Last year, however, it was found advisable to give two purely educational courses for office employes, because of the inadequateness of their public school training.

In the fall of 1914 need was found for a course in Business English for the Correspondence Department of the Sales Division. Plans were being made for such a course when it was found that many other clerks throughout the works expressed a wish to take up the work. The plans were then altered and arrangements made to secure a competent instructor from Boston to take charge of the class which was formed with about seventy-five (75) members. The attendance was voluntary and the only expense to the members of the class was that of buying the textbook for the course. The Company furnished the classroom, instructor and the printing of such text papers as were required. The class met once a week for one hour at the close of work. Fifteen (15) sessions were held and much interest was shown by the employes. The work is to be carried on this fall and winter with some minor changes in methods.

The other subject taught was Commercial Spanish. An enrollment of sixteen (16) men carried on the work for a series of thirty-five (35) lessons during the winter of 1914-15. The giving of this course was in response to a demand by correspondents and sales managers whose work had to do with Central and South American countries.

Opportunity is given to factory girls to learn typewriting

and thereby fit themselves for office positions. A certain number of machines are at their disposal, and one of the expert stenographer's services are used for helping them at their work. This work is done on the girls' own time during the noon hour or at night.

The Business Course of the Alexander Hamilton Institute is used as the basis of systematic study for foremen of the factory, clerks and executives. Groups of six men are formed and as far as possible no two of any one group are in the same field of factory work. One group, for example, is made up of a chemist, a mechanical engineer, an accountant, a factory foreman and the office manager. By reason of the widely differing viewpoints of the members of these groups much interesting and fruitful discussion of debatable points arises and hence greater value in broadening the education they obtain. A definite reading assignment from the text of the course is made and each man makes notes of items he would like to have discussed. Once a week the group meets in the Works Office Building, directly after closing time. A light lunch is served and a discussion follows, lasting some two hours. This method of group study is found to be far more beneficial than the usual plan of individual work in Correspondence School studies. There are at the present time five groups, with the prospect of three more being formed during the coming winter. The members of the groups are all intensely interested in the work, and rarely miss any of the weekly gatherings.

Salesmen

The Dennison Manufacturing Company offers for sale some nine thousand articles of merchandise, consisting of tags, baggage checks, gummed labels, sealing wax, crepe paper, napkins and novelties, adhesives, jewelers' paper boxes, cases, trays and fixtures and many other items. Part are sold to the dealer and part direct to the consumer. The Dennison salesmen must therefore be capable of doing justice to all of the lines, although in many sections of the country it has been found advisable to operate specialists in order that each product of the company may be given proper attention.

One of the greatest problems faced for some years past has been the lack of complete knowledge that Dennison salesmen have had of their goods, and their lack of appreciation of the unlimited possibilities for their use. This fact has applied particularly to the new men who are constantly joining the selling

force. In the past this knowledge has been acquired by the actual experience of selling, together with weekly or bi-monthly meetings with District Managers at the different offices scattered throughout the United States and Canada. The directors of the company gave the subject of salesmen's training very careful study and decided, as have many of the other members of The National Association of Corporation Schools, to establish a training school for salesmen at the works of the company in Framingham, Massachusetts. The plan was put into effect in February, 1915, and bids fair to accomplish the purposes for which it was established.

The school is under the immediate direction of one of the general sales managers and an instructor who is familiar with the manufacturing details of the business. The course of study is very intensive. The first month is spent in actually handling the goods and filling orders in the finished product stock room. Here the men become familiar with the styles and put-ups of stock items. With this preliminary experience they are the better fitted to grasp quickly the details of manufacturing. The last two months of the course they spend in the manufacturing departments. They are shown exactly how each article is made and what precautions and care are used in maintaining "DEN-NISON QUALITY." Each line of goods is taken up by itself, so that the students will be conversant with the steps through which they pass. Each detail of manufacturing is pointed out and its relation to the prices for goods explained.

Another subject which is covered is the study of materials which enter into the products. The students are told how the different papers, glues, strings and stocks of all kinds are made. Wherever possible this is done by using stereopticon slides, illustrating the method of manufacturing. In the laboratory they learn how standards of quality are determined and watched.

Paralleling the study of materials and manufacturing are a series of selling lectures given by the chairmen of the various Merchandizing Committees. The lectures are based upon the cumulative knowledge which these men have obtained from the experience of the entire selling organization. The student is shown how to use his samples; the uses to which each article can be put; the arguments for them; how to meet the arguments against them; the points in which they are superior to those of other makes; in fact everything that the salesman ought to know about his goods. These selling talks are always given at the

end of the period devoted to studying the manufacturing of an article.

At stated intervals during the course more general lectures are given. The subjects are along broad lines and are always given by some of the men at the head of the company. A few talks that have been given are these:

"The Past and Future of the Dennison Manufacturing Company," by the President.

"Ideals and Policies," by the Treasurer.

"How the Factory Co-operates with the Salesman," by the Works Manager.

"Selling Values of Commodities," by one of the Directors.

"Retail Store Selling," by one of the Directors.

"Advertising and Selling," by the Advertising Manager.

"The Buyer's Impressions of Salesmen," by the Purchasing Manager.

The general lectures, aside from the value of the subjects themselves, give the students the opportunity to meet and hear those who are responsible for the policies and management of the company. They are impressed with the spirit of co-operation that exists from top to bottom of the organization.

The personal side of the salesman's duties is covered in talks given by general sales managers. Their habits, dress, appearance, conduct and manner of speech are discussed, as to their relation to the business.

The balance of the training course is made up of the study of Order Writing, Pricing and Delivery. The subject of Credits and Collections is carefully gone over. Written examinations are given weekly to enable the students to digest all the work of the week and to check up their progress. These examinations are very vital to the success of the training course.

At the end of the training period at the works the men are assigned to selling territory under the supervision of a District Manager. They receive in the field the final part of education, which is learning how to sell. It can be seen that under the present plan the new salesman's experience is the reverse of his experience under the old method. Formerly he sold first and gradually acquired his knowledge; now he acquires his knowledge first and gradually learns to sell.

It is, thoroughly believed that this new plan will show results in two ways: first, it will enable the salesman to increase his sales; secondly, because of his training, the salesman can

give better service to the needs of his customer, which means increased good will for the Dennison Manufacturing Company.

BULLETINS OF THE UNITED STATES BUREAU OF EDUCATION

Recent Bulletins issued by the United States Bureau of Education:

"A Statistical Study of the Public Schools of the Southern Appalachian Mountains," relates to the present conditions of education of the people living in the mountains of the South. The territory included in the survey covers about 100,000 square miles and takes in 216 counties located in the eight states of Alabama, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.

"Schoolhouse Sanitation: A Study of the Laws and Regulations Governing the Hygiene and Sanitation of Schoolhouses," shows what preventive measures are being taken by school authorities to maintain the health of school children and to prevent contagion.

"Problem of Vocational Education in Germany, with Special Application to Conditions in the United States," sets forth much of practical value for those interested in vocational, industrial and continuation schools.

"Mathematics in the Lower and Middle Commercial and Industrial Schools of Various Countries Represented in the International Commission on the Teaching of Mathematics," forms a report which gives an account, in such a form as to allow comparison, of the instruction in mathematics in Austria, Belgium, Denmark, Finland, France, Germany, Great Britain, Holland, Hungary, Italy, Japan, Russia, Spain, Sweden, Switzerland and the United States.

"Some Foreign Educational Surveys," is an account, in brief, of some of the more important foreign educational surveys made in Switzerland, England, Belgium, Scotland, Ireland, Germany, Austria, France, New South Wales, Sweden, New Zealand and Canada.

"The Bibliography of Education for 1911-12" lists a large number of books in many languages on educational subjects.

Copies of these Bulletins may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 20 cents per copy.

CORRESPONDENCE COURSE OF THE EQUITABLE

Some of the Requirements a Modern Life Insurance Company is Called Upon to Meet

By WILLIAM ALEXANDER.

*Secretary of the Equitable Life Assurance Society of the
United States.*

"A little learning is a dangerous thing." Consequently, lazy life insurance agents advocate ignorance. There are even a few intelligent insurance men who have contended that the less the agent knows about the principles of life insurance the better; asserting that as he is simply a salesman, his province is not to explain, but simply to sell. The fallacy of such notions may be shown in a variety of ways. While it is true that a smattering of learning is dangerous, it is equally true that a thorough education is the best possible guarantee of efficiency and success. "Knowledge is power." This is a truth recognized by those at the head of all important business organizations employing salesmen. It is eminently true of life insurance.

But it is a mere figure of speech to call the insurance agent a salesman. Strictly speaking, life insurance is not a commodity that can be sold like coal or tea. An insurance policy is a contract. There are two parties to this contract, the company on the one hand, and the person who needs protection on the other. And the agent negotiates the agreement between these two parties. He explains the service his company can render and tells his client how that service can be adapted to his specific needs. The agent's position is less like that of an ordinary salesman, and more like that of a physician or lawyer—and what doctor or lawyer would advertise his ignorance as a ground for patronage?

The contracts now issued by a modern life insurance company are so many; the services it renders are so varied, and the needs of the insuring public are so diverse that the life insurance agent to be efficient must have expert knowledge and skill.

The business of life insurance is conducted in the following manner: A state or district is placed in charge of a general agent or manager, who is supposed to be thoroughly posted. The soliciting agents in his district are under his direct guidance and supervision, and it is his duty to train and educate them.

This, at least, is the system followed by the company with which I have the honor to be identified.

To supplement the training which our managers give, I have instituted a correspondence course for instruction in the principles and practice of life insurance. But I have given such warnings as the following to my students:

"Know it all, but *don't tell all you know*. If you know of *your own knowledge* that the business of life insurance as conducted by your company is founded on principles as steadfast as the everlasting hills; if you *know* that its charges are not arbitrary, but in accordance with the scientific principle known as the *law of mortality*; if you *know* that the fabric of life insurance is the safest of all business organizations, you will have such confidence in what you have to offer that you will speak with conviction and be certain to convince those whom you desire to influence.

"You should be competent to give clear and intelligent answers to all pertinent questions, but you must remember that your special province is to bring the company and your customer together, and to facilitate the closing of a contract between them. Remember that you are not a school teacher or a professor. As a rule your customer will want to know three things, and three things only: What form of contract will suit him best; what will it cost, and in what manner and to what extent will it be to his advantage.

"The traveller must have a guidebook, but he need not visit every place referred to in it. The surgeon must have a case of instruments, but he does not use them all at once.

"You must be concise, and know when to stop. Some one has said, 'many a man has been talked into a trade and then talked out of it, and the statement is eminently true.'

This correspondence course consists of 30 lessons—three preliminary lessons which may be taken by anyone, and 27 regular lessons which are exclusively for agents and others connected with the company.

A series of questions are asked in connection with each lesson, and these questions must be answered by the student or his connection with the class will terminate. As it is impossible for me to scrutinize carefully every answer to every question sent in by so large a number of students, I have invented a labor-saving scheme in which I take some pride. It is this:

As soon as a student has sent in his answers to a series of questions I send him a printed slip containing *official answers* to the same questions. The student is expected to make a mental comparison of these official answers with the answers which he has previously sent to me. Thus, if he has failed to understand any question, or if his reply has been incorrect, the official answers will enlighten him.

I believe that this Course has been of genuine value to those who have taken it, but the circumstance that such a course has been deemed necessary, and the fact that the necessity for the education of agents has been emphasized by its introduction, I regard as of more importance than the education which the course has given to those who have taken it.

TWO NEW SCHOOLS

(Chicago Herald)

Two new and interesting schools were opened in Chicago last week. That in the city prison will interest most those whose sympathies stress the "rescue" phase of education. That in Pullman will appeal to those who hold that society has more important tasks than bracing the weak and patching up the defective.

The Pullman Free Manual Training School may be regarded as the last relic and best idea of George M. Pullman's benevolent but impossibly paternalistic scheme for "a model town." The failure of the other ideas of that scheme might be usefully studied by our ardent advocates of continuous governmental shepherding after the Prussian model.

It is a school different in two ways from the type hereabouts, though in its limitation to children of an industry or a locality it has plenty of precedents in older lands. It takes first children of Pullman works employes, then of Pullman residents. The admission of "outsiders" is discretionary.

The other difference is that it disregards the "summer vacation" and will run throughout the year. It is time that relic of rural economics should be discarded by urban communities. Schools were not suspended in summer to give pupils a rest, but to put to work on the farm. The winter school marked the farm child's release from "work" in those days.

Both experiments will be watched with interest. The Pullman is the more important. It seeks by adequate training to life's duties to avoid the need of "rescue" schools later on. And prevention is always better than cure.

PRACTICAL EDUCATION AND LABOR

BY SAMUEL GOMPERS

The factory system and modern industrial organization have resulted in such high specialization that only what have been referred to as the tag-ends of industry have been left to women in the homes, and in modern industrial establishments the subdivision of labor has gone on to such a degree that workers perform the same set task a thousand or ten thousand or a hundred thousand times a day. The same task is repeated again and again, without knowledge of its relation to the rest of the industry, for the sole purpose of gaining speed. I repeat that if ever industrial education was essential it is essential today. We cannot turn back the wheels of industry, but we can make the knowledge and the effectiveness of the workers such that they will have some comprehension of the entire article produced and of every branch of production.

You should know that organized labor does not oppose the development of industrial education in the public schools. Indeed, that would not at all fairly indicate the attitude of organized labor. I say to you that the organizations constituting the American Federation of Labor have been for years engaged in the work of systematically providing industrial education for its members. This instruction has been given through the medium of the trade union journals and schools established and maintained by them. Organized labor, I repeat, is not opposed to industrial education. It is eager to co-operate actively in instituting industrial education in our public schools. The working man has too little time, and can therefore take but little interest in any other sort of education.

Perhaps, however, even this deterioration of labor is not the chief consideration. No civilized nation can maintain its self respect on any other basis than that of competing in industrial rivalry on the basis, not of ignorance but of intelligence, on the basis, not of cheap labor but of efficient, well trained labor, and on the basis, not of brute physical labor but of skill and proficiency.

We do not wish to compete with Europe as the Chinese compete with the whole world. We could not do that and retain our self-respect. We could not do that without adopting the Chinese methods of work, which would mean a minimum of rest and food, no recreation, and a maximum of hours of labor. If we are not willing to adopt Chinese methods, we must adopt meth-

ods of industrial progress which have enabled the European nations to advance in material welfare in competition, not only with the orient but more especially in competition with the United States, and with other countries which have had available as a basis of industrial development vast natural resources. The period is almost past when the United States can depend upon cheap raw materials obtained with comparatively little labor from its mines and virgin fields. It is entering upon a period when it must depend upon the qualities of human labor. Under these conditions industrial decline is the only alternative to industrial education.

ORGANIZE SCHOOL LIBRARIES

At a meeting of the Southern Conference for Education and Industry held at Chattanooga in April, it was decided to appoint a committee on high school libraries to co-operate with a committee of the National Educational Association. Dr. C. C. Certain, of the Central High School, Birmingham, is the chairman of the committee. The development and improvement of rural school libraries was included in the committee's work.

A number of suggestions have been submitted, among which are the following:

To recommend, standard equipment for the libraries in small towns and rural schools.

To secure appointment of a State Supervisor of school libraries, who should be trained both as a teacher and a librarian.

To establish a library in every rural school which has none.

To improve the library of every rural school which has one.

To recommend a fixed annual appropriation for buying books in each school.

To urge the need of training pupils in the use of books and libraries.

To prepare and distribute high school courses on training in the same.

To popularize the traveling library in rural communities.

To work up an interest in a gathering of librarians and teachers at the next meeting of the Southern Conference for Education and Industry (New Orleans, April, 1916).

To develop the school library as an "entering wedge" in making the school a social center by having patrons, etc., use the library and school house.

**UTICA, N. Y., CHAMBER OF COMMERCE BOOSTS
EVENING SCHOOLS**

**Letters and Circulars Sent to Manufacturers and Shop
Employees—Subjects of Wide Range Taught—Fees
Required in Some Cases**

Don R. Sidle, industrial commissioner of the Chamber of Commerce, of Utica, N. Y., sent out hundreds of letters to manufacturers in Utica asking co-operation in securing employes to attend the public evening schools of that city. Enclosed with the letter was an announcement by the School Board of the various classes and conditions. Following is the letter:

"To the Employers of Utica:

"Gentlemen—You are interested in the efficiency of the men and women in your employ. Therefore, you will be interested in the enclosed announcement of the opening of the public evening schools of the city.

"The Chamber of Commerce and the School Board unite in asking your co-operation in extending this notice to all your employes.

"An effort is being made to make the evening classes of greater benefit to those employed during the day, by organizing courses in any subject for which fifteen or more people apply and for which teacher and equipment can be secured.

"If you can arrange a time either during working hours or at noon, when a representative of the school department may address your employes and point out the opportunity which is offered them, kindly address the superintendent of schools or telephone 523. Your co-operation will be appreciated and the schools will try to do their part.

"If you do not believe that school work after working hours is profitable, can you arrange any other time for your employes to attend classes either in school or at your place of business, provided that such instruction be along lines which will increase their efficiency in their daily work?

"The schools of the city are yours and you are urged to make the greatest use of them and at the same time raise the standard of intelligence among your men and women by working with the school authorities.

Yours very truly,

UTICA CHAMBER OF COMMERCE."

Following is the announcement of the School Board: "The

School Board of Utica announce the opening of evening schools Monday, October 4, 1915, at 7:30 o'clock.

"I. At the Academy, classes as follows: Elementary and advanced bookkeeping, penmanship and business arithmetic, type-writing and shorthand, mechanical and machine drawing, physics, chemistry, English, advanced arithmetic, algebra and geometry.

"II. At the Vocational School, classes for men and women over 16 years of age, as follows: Architectural and mechanical drawing, blue print reading and estimating, woodworking, millinery, sewing, cooking. Other vocational classes for which there may be a demand.

"III. At Vocational, Potter and Brandegee Schools, classes as follows: (a) English and citizenship for foreigners. (b) Instruction for boys between 14 and 16 years of age, as required by Chapter 16 of the Consolidated School Laws.

"A registration fee of \$2 will be collected from all students except boys between 14 and 16 years of age. This fee will be returned to all students who attend 80 per cent of the time for which they register."

Following up the appeal made by the Chamber of Commerce to the heads of the manufacturing plants of the city and other industries, Mr. Bradley, Superintendent of the Department of Manual Arts, asked permission to speak to employes in an effort to interest them in the night schools of the city.

EDUCATION FOR WORK

(New York Evening Mail)

The communication printed on the position of organized labor toward a broadening of the functions of the public school is extremely important. Mr. Gompers recognizes the need of discipline and training for efficient work.

The broadening of the public school system under the Wirt plan so as to include more than book learning marks the beginning of a new trend in thought. Later other schools devoted more specifically to vocational training for older boys and girls will be added, but the Wirt system, beginning with the youngest children, will furnish a foundation upon which the structure of a perfect educational system can be reared in the course of time. It will be a matter of decades. It will cost much money; hence the need for a system that makes each dollar spent as effective as possible.

MAN 67 IS LEARNING TO READ

Many American Who Left School Before Completing Grammar Grades Now Realize Neglect of Their Education

Registration at the night schools in Syracuse, New York, indicates that evening study is more popular than ever this year, despite the heavy tax upon the alien population of the city by the European war, says the *Post-Standard*.

In most of the schools there are a great many Americans, particularly in the higher grades, where students are prepared for regents' examinations. At Putnam School last year Miss Edith W. Lathrop, who teaches the eighth grade, had in her class only eight pupils.

One of these is now teaching mechanical drawing in a private school. Another, who was employed in a laundry, is studying bookkeeping and three others are in high school.

Prepare for Citizenship

"This class," explained Miss Lathrop, "is for boys and girls who left school before they were prepared to enter high school and dislike to return to the grammar school grades."

At every school in Syracuse classes to prepare aliens to become citizens of the United States are in progress. These classes are proving attractive, and in them nearly every principal nationality is represented.

Man of 67 a Pupil

All ages are represented in the classrooms at Putnam School. In one room James Lawson, 67, is learning to read and write. Lawson was born in Canada, but never had an opportunity to attend school in his youth.

In a room across the hall Mr. and Mrs. Joseph Subnevit, No. 926 South State Street, and their two little girls, Marie and Alice, are studying from the same books. This family recently came to Syracuse from Russia.

In all the schools there are special classes. Hundreds of girls and women are learning to sew and cook. The sewing classes this year promise to be successful because state aid has been granted the work.

VOCATIONAL EDUCATION MEETS A NEED

Presenting "The Social Aspects of Vocational Education" before the congress on vocational education and practical arts

education of the National Education Association, R. G. Boone of the University of California's school of education declared that it found "its excuse for being in the relatively new and almost complete dependence of modern industries, commerce, and government upon applied sciences; the need for vitalizing the problems of getting a living, and the recognition of a body of skilful, intelligent workers as a community asset. The movement for vocational education is social in its origin and in its realization.

"Ignorance of facts and the principles of industry, and incapacity to fit one's self to any needed service, are so common as to justify one in thinking them foster parents of poverty. And it is believed that both of them might be measurably eliminated by a wisely administered system of occupational training and guidance. All vocational education must be such as to meet real social and economic needs, otherwise it becomes a luxury. The appeal to the life, or vocation motive, characteristic of such training, adds the creative element as a determining factor, that is also almost wanting."

MANUAL TRAINING AT ASHEVILLE, N. C.

The courses in manual training in the public schools at Asheville, N. C., are so arranged this year as to meet the following requirements:

"To arouse and hold the interest of the pupils.

"Students are to learn the correct methods of handling tools.

"Special attention will be given to the study of trees, their growth, classification and use. Several trips will be made to the mountains near Asheville so the pupils may become familiar with the trees that grow most abundantly in this vicinity.

"Drawing will be studied in relation to the work done.

"The principles of construction are to be acquired through observation, illustration and experience.

"Individual initiative is to be stimulated by the working of practical problems.

"Several excursions will be made to nearby shops in which pupils may get an insight into the working of related industries. It is planned to visit sawmills, lumber yards, planing mills and furniture factories.

"The interest of the students in manual training is shown by the fact that the total attendance in wood-working and mechanical drawing has passed the 150 mark and is still increasing."

GIRLS WIN SUCCESS BY SALESMANSHIP COURSE

Co-operative Plan at William Penn High School, Philadelphia, Raises Store Standards

A year's experience in the co-operative course in salesmanship conducted at William Penn High School, in Philadelphia, in co-operation with department stores has proved an unqualified success. So says Mrs. Mary Eastwood, in charge of the work.

Mrs. Eastwood said there are now three groups of the girls who, after two full years of high school work, continue their course part time in the school and part time as salesgirls in the department stores. Last year, she said, the attitude of the department store managers was expressed by the question, "How many do you expect us to take?" This year their question is, "How many can you send us?"

The first group of girls has been working since September a year ago, and many of them have been working continuously, taking only a week's vacation in that time. The second group started in February on a basis of three days in school and three days in the store.

"At the end of a year I can say the girls have indeed done well," Mrs. Eastwood said. "Not only are they learning to be competent salesgirls, but they are raising the standard of salesmanship in the stores. Endless opportunities are opening to these girls."

THEY LIKE PART-TIME SCHOOL IN FITCHBURG

BY GEORGE H. FISHER

In response to a request of Dr. P. P. Claxton, United States Commissioner of Education, students in the Fitchburg, Massachusetts, high school, who have taken the industrial part-time course, have written their impression of the work. The replies seem so significant that excerpts are given from a few of the letters:

(1) Industrial course helped me in many ways. First, it increased my interest in study; second, I was able with the wages I received to finish my high school education. The trade will give me a chance to work in the shop and the education will give me a foundation upon which I can build for further progress.

(2) The industrial course did a great deal for me. I was about to leave school and go to work when I became interested in the course. By going to school one week and working one

week I did not get tired of either. Before the industrial course was installed some fellows had to leave school because they could not afford to stay. The industrial course gives the poor fellow a chance to get an education and also earn some money.

(3) In the co-operative industrial course of the Fitchburg high school I learned the sheet metal trade, which trade I followed for a year after graduation at regular journeyman wages in order to lay a financial foundation for my college training. While attending high school, by working half time, I was able to help my parents in keeping me at school, which otherwise it is very doubtful if I could have even had a high school education. The course I am taking in the University of Cincinnati is similarly arranged so that the work in the shop comes much easier to me than to those who have not had the advantage of taking so fine a course in their high school training. I also believe that we do fully as well in our school work as the others, for though we only spent half time in high school, we were pushed ahead much faster, and the lessons given us were just what we needed.

(4) The industrial course has kept me in school. I would not have attended school after the freshman year, in any of the other courses, as I did not like studying well enough to keep at it for four years and then have nothing but a lot of general knowledge to earn my living with. About the time I was thinking of leaving school I had the opportunity to take the industrial course and by so doing I obtained an education and a trade in three years. I spent about two years at the trade and with the education I received in the course I consider myself more efficient at my work than many who have served three years continuously in the shop. It has been nearly two years since I graduated and within that time I have never regretted that I took the co-operative course.

(5) The industrial course enabled me at eighteen years of age to fill a position that without it would have taken me at least until I was twenty-four or twenty-five years old to reach. I have made more than enough money to pay my expenses while taking the course and at the same time had the advantages of an excellent theoretical and practical training in a special line of work which would have taken me six or seven years to get after graduation from high school.

With the gradual raising of the school age comes a more determined demand for better teaching.

DIFFER ON CHILD LABOR LAW

Some Philadelphia Employers Will Discharge Children, Others Will Co-operate With School Authorities

Reports from investigators who have been canvassing employes of children in Philadelphia, indicate that most employers are willing to co-operate with the school authorities and with State officials in carrying out the provisions of the new child labor laws of Pennsylvania, says the *Bulletin*.

A group of factory inspectors, loaned to the Bureau of Compulsory Education, have for the past few weeks been visiting employers of children in order to explain the new laws and to ascertain the employers' attitude toward them. They visited first the employers of five or more children. They next called on employers of four, three and two, as well as those who employ only one. It is a slow task, for sometimes the investigators must call at every establishment in a given street. Several weeks will pass before the reports are complete.

The Board of Education of Philadelphia found it necessary to have these reports in order to plan for a sudden influx of several thousand children into the public schools, if they were discharged wholesale, or to establish continuation classes for many thousand of them if they were retained in their present positions. Although no definite decision can be reached until the final reports are in, it looks now as if most of the 19,000 child employes of Philadelphia would be sent to continuation classes while still keeping their business positions. The importance to the child of vocational training and general education has been emphasized by the investigators in their calls on employers.

PLANNING TO AID GIRL ORPHANS

(Philadelphia Bulletin)

A conference of well-known educators from various parts of the country, to meet in this city next month for an interchange of views on methods of vocational training for girls, has been called by the trustees of the Carson and Ellis estates, both of which have millions set aside for the establishment of colleges for that sex along the lines of Girard College.

The question of taking girls at tender ages and rearing them so that they shall become self-sustaining bread-winners, if need be, upon maturity, presents many intricate problems.

SCHOOL GIRLS LIKE OFFICE WORK

Some Sorry When They Have to Return to School—Learning Accuracy

The plan of co-operation between the shop and the school is said to be working with gratifying success in the commercial class at the Bushwick High School, Brooklyn, New York, where Dr. Frank Rollins is principal. More than forty girls in the class are receiving business instruction in various houses of the city and also taking up their regular school studies. The plan at this school has been in operation longer than in either Manual, Commercial or Erasmus Hall, the other Brooklyn schools where the scheme is being put to a test.

The *Brooklyn Eagle* reports the girls to be delighted with the work outside of school and many are receiving \$7 a week. In many cases positions of responsibility have been given to the students co-operating and they have been made to feel that their work is not "play." In an endeavor to learn the opinions of the girls in the class, Harry W. Leyenberger, co-ordinator at Bushwick, has called for a written report from every member, to be ready the Monday morning following the week spent in the office.

The first batch of these reports received by Mr. Leyenberger proved most interesting and showed in every case that the students taking the course were satisfied with their work and confident that it was benefiting them. A few quotations from these reports will serve to give a fair example of the students' attitude toward the scheme.

One girl writes:

"In school I could never have gained the knowledge that I am getting in the office, for here I actually do the work and profit by it."

Others reported:

"I have found that it is accuracy that counts and not speed."

"Last week I had no error charged against me. I hope to continue this good work in the future."

"I was sorry when Saturday came that I had to go back to school."

"I learned pricing, order writing and tag writing last week. We were told that we would do more difficult work when we returned next week. The billing position is a responsible one,

as none of the work is checked, and the packages leave the building directly after they leave our hands."

"I am very glad to report that I like the work exceedingly."

"After three days work, all of which was checked up by my supervisor, the latter suggested that my work go through without checking."

HOLDS CITY BOY TREATED BEST

The High School Auditorium at Frankfort, Kentucky, was crowded when President H. C. McKee, of Frankfort, called the Ashland District Educational Association to order at its recent meeting. The attendance, numbering close to 500, is the largest in the history of the association.

Country Boy Mistreated

T. J. Coates, supervisor of rural schools, spoke on "The Country School of Tomorrow," and declared that to-day the average country boy is not as well nourished as the average city boy; that his eyes are not as good; that the schools have not trained him for his particular place in American life, though it is on him that the burdens of the future are to fall. Rural poverty, rural greed that has been niggardly toward the schools, through lack of a sense of responsibility and petty politics, he blamed for this condition.

Prof. McHenry Rhoades, State Supervisor of High Schools, in an address on education for larger service, took occasion to defend the school system from the destructive criticism of many writers of today, pointing out that the critics themselves are the products of the system; that the progress and development of present-day civilization are the results of educational work, and that the good, which exists, has been produced by it, and the evil exists, not by reason of, but in spite of, the system.

Asks Constructive Criticism

That it can be improved and is being improved he admitted; but insisted that constructive criticism that would build upon the good of the system and not destroy it, is welcomed.

Mrs. Nannie G. Faulconer, superintendent of Fayette County, contrasted the magnificent homes she observed in riding through the Bluegrass, with the poor little schoolhouses, and with the home environment of the tenant farmer's child, "bent with unwholesome labor and stunted sometimes in body and mind."

Speaking of "Community Betterment," Mrs. Abner Harris, of Frankfort, told of the reasons for the Parent Teacher Association, the awakening of interest in the schools among parents and the good effect, both on the school and the home, by bringing the teachers and parents, the home and the school closer together.

Praises Moonlight Schools

Addressing the association on the subject of "Moonlight Schools," Congressman J. Campbell Cantrill said that he considered the work of eradicating illiteracy, instituted by Mrs. Cora Wilson Stewart, the most important project undertaken in the Commonwealth of Kentucky, and urged the teachers to cooperate in an effort to eradicate it from their own districts in order that the time may speedily come when there will not be an adult person in the Seventh Congressional District unable to read and write.

PUSHING UP THE SCHOOL AGE

Wisconsin, by act of her latest legislature, has pushed the age of compulsory school attendance farther than any other state. Hereafter children between sixteen and seventeen not attending the regular public school will have to attend day continuation school for a half day a week eight months of the year. This provision applies to all children, whether working or idle, in cities of more than 5,000 population.

Change was made also in the provisions affecting those under sixteen. For the past three years children in employment were compelled to attend day continuation school a half day a week for eight months a year. This has now been raised to ten months and applies henceforth to all, whether working or not, if they are not in attendance at the regular public schools.

It is expected that these changes will raise the attendance at the day continuation schools of the State, now about 15,000, from 40 to 50 per cent. The State Board of Industrial Education was given full power to employ teachers and other necessary assistants to meet this increase.

PLANKS FOR VOCATIONAL TRAINING

(From the Chicago News)

In Massachusetts where the Republicans are trying to win Progressive party voters back to the Republican fold, political

platforms are being drafted with a view of making them acceptable to citizens who stand for social progress. One declaration of the recent Republican State Convention is as follows: "We favor the further extension and development of opportunity for vocational, technical and general education and training."

Germany, the nation that is showing the most remarkable efficiency of any nation engaged in the present war, is so competent in its great activities because its policy of preparedness comprehends more than mere military and naval equipment. Industry is organized to assist military operations, while at the same time supplying the normal requirements of the nation, and the men and women engaged in industry are specially trained for the part they are expected to play. Vocational instruction and guidance are admirably supplied in various states of Germany.

Vocational training is one of the great needs of the American people. It is well that makers of party platforms are beginning to recognize the fact.

VOCATIONAL GUIDANCE A DIFFICULT PROBLEM

Committee Finds that Virtually No Definite or Reliable Clues to Child's Tendencies Are Obtainable—Pre-Vocational Period Is Required

The Committee on Vocational Guidance of the United Hebrew Charities of New York City, which for the past year has been studying the problem of vocational guidance among children of the families whom the Society has been helping financially, has recently issued its annual report. The sixty-three children studied, in the majority of cases, were between the ages of twelve and fourteen years, and nearly all were placed in the various vocational and trade schools.

On the whole, it is stated in the report, no reliable or definite clues to the child's vocational tendency are obtainable. In most cases the child either expresses no preference, and no evidence of any particular aptitude is found, or else a desire is expressed that is formulated on a mere passing interest or whim.

The committee began with a study of the child himself, to ascertain what ambitions or plans he may have. Then a visit to the home is made, and the child's parents are consulted. The school authorities are consulted to learn whether the child has shown any particular aptitude along any certain line. Finally,

all institutions and social agencies that might have been in touch with the child are consulted. In this way the committee is able to decide on the best course to pursue in each particular case.

In the last year, of 63 children studied, 3 were allowed to go to work, 2 were recommended for shop laboratory, 4 were entered in the Manhattan Trade School laboratory, 33 were recommended to the Gary School, 9 were placed in vocational schools, 10 continued in public schools and 2 were placed in an Ettinger school.

Findings of Committee

The investigation shows, the committee says, that a most exhaustive examination of the character, ability and tendencies of the child will not enable even an expert to help the child choose a vocation. A pre-vocational period is required, when the child may have an opportunity to test out his various aptitudes, and an expert closely observe the tendencies manifested.

The committee on vocational guidance will continue its work along these lines in the coming year, and has already been invited to join in several important experiments that are being conducted.

URGES VALUE OF SHOP TRAINING

E. A. Filene Criticizes Education System—Warm Debate on State Universities

The present system of education was criticised and the necessity of continuing education in stores and factories was urged by Edward A. Filene in an address at the annual dinner of the New England Association of Colleges and Secondary Schools.

President Mary Emma Woolley of Mount Holyoke College, president of the association, presided and about fifty prominent New England educators were present.

The subject of all the after-dinner speakers was "Higher Education and the Future of New England."

Dean Sarah Louise Arnold of Simmons College declared that the college is not good for the State unless it is open to all. She suggested the enactment of a law that would compel all "college professors and 'professoresses,' schoolmasters and 'schoolmarms' to have been teachers in all grades and would compel them every seventh year instead of taking a sabbatical year,

to teach in a country school, so that they might get in close touch with all humanity." She also suggested the opening of the college and university to those of belated opportunity.

In his address, Mr. Filene, who took for his subject, "A \$100,000,000 Plant for Education Immediately," said education is the fundamental remedy for social and economic ills, and declared "the weakness of the present system of education is appalling and can only be excused from the standpoint that it is still in its elemental stages. I am not accusing educators. Our educational systems in each country are what we, the people, make them or are content with."

He declared that the chief purpose of education is to create the ability to think straight. Mental backbone, he said, is in embryo.

"Mental backbone, mental energy," he said, "depends on the desire to learn, and is a direct product of it; not a by-product as it is under the present memorizing system prevalent in our schools for the young.

"For any adequate dealing with the matter we must use as schoolrooms all the places where boys and girls, or men and women spend their workaday lives. Every factory and shop must become a school."

He said that many shops and factories already have become schoolrooms and that a great desire to learn had been shown.

"If trade and vocational training creates a greater desire to learn and understand, it will, as a result, create greater mental energy, greater ability to think between cause and result," he went on. "Such ability in turn will not stop short of a nearer approach to the truth, and of correcting the weaknesses of the overmaterialism which will probably develop in this system."

He said a \$100,000,000 educational plant already existed in Massachusetts in the form of shops and factories.

TEXTILE SCHOOLS

(Baltimore American.)

Philadelphia has for some time maintained a school for teaching the arts and handicrafts involved in the manufacture of carpets, woolen cloths, cotton fabrics and other textiles. When this school opened for the enrollment of students at the beginning of the current week there was an application that broke all previous records. So large is the 1915-16 enrollment that an extension of class room facilities is made absolutely necessary;

every inch of space is occupied and other buildings could be used if they were available.

There should be a valuable suggestiveness in the large student clientele of this Quakertown textile school to the business and educational agencies of Baltimore. This city does not measure up to Philadelphia in the extent or variety of its textile industries, but in the manufacture of cotton fabrics especially, Baltimore turns out wares that are sold all over the world. The absolutely needful prerequisite to the establishment or expansion of industry is an available supply of skilled labor in that particular industry. It is well known that every woolen cloth, cotton fabric or silk weaving centre of France, Germany or Great Britain sustains and reinforces these industries through the establishment and maintenance of adequate technical schools.

The aim of the Philadelphia school is to turn out men and women "fitted to go into the textile factories and do skilled work." The dyeing arts and the chemical knowledge involved in the manufacture of textiles are taught in Philadelphia's school. Why should not Baltimore have such an institution?

DEMAND FOR COLLEGE-BRED MEN

(Philadelphia Ledger) -

Among the many reasons for the astounding increase in the number of young men seeking a college education, none is more potent than the demand in all kinds of business for trained men.

The first American colleges were founded to educate ministers. For one or two hundred years no young man went to college unless he intended to be a minister, a lawyer or a doctor. Business men looked with contempt on the college-bred man who wanted to go into trade. It must be admitted that the kind of training which the colleges used to give did not fit men for business careers.

The colleges today are very different institutions from those of even fifty years ago. They are in closer touch with the practical affairs of life. Along with the cultural subjects they are offering instruction in the arts and sciences, without a knowledge of which no man can conduct a great modern manufacturing business. Chemistry, physics, mineralogy and geology are taught in such a way that the student can apply his knowledge to the problems of manufacture. Even metaphysics is adapted to practical needs, so that the capable young man who has mastered the subject is better qualified to handle workmen than one who

has had to pick up his knowledge of the operations of the human mind from watching it work in the mass while his attention was occupied with other things.

So the demand for college-bred men is sending young men to the colleges. The prosperity of the country is fortunately great enough to make it possible for their fathers to give them the education that they need. And where the father is not prosperous enough, some other man who has won a great fortune has provided money for scholarships for deserving youth, so that no young man need be deprived of an education if he have it in him to profit by the abundant opportunities.

GERMANY STARTS TRADE SCHOOLS FOR MAIMED SOLDIERS

Men Whose Former Means of Livelihood are Gone, by Reason of Injuries, are Taught Office Work, Salesmanship and Other Light Tasks

The first school in Germany for wounded soldiers who must, because of the nature of their injuries, change their trade or occupation, has been opened in Dusseldorf, with a large attendance. In the class rooms of a big industrial school formerly occupied by boys and girls there now sit hundreds of soldiers, painstakingly learning to write with their left hand because their right has been shot off, or mastering the intricacies of bookkeeping or some similar occupation at which they may hereafter earn their living. The project is that of the city of Dusseldorf and has the backing of practically every business man in the city. The co-operation of the latter is of vital importance because places must be found for the soldiers as soon as they have become proficient in their new work.

The work has three distinct phases, aimed to help three separate classes of wounded. In the first division come those who, if possible, are to return to the field, but need engrossing occupation during the term of their convalescence. For them a course of study ranging from four to six weeks has been instituted.

Into a second division fall those who are wounded in such a way that they cannot go back to the identical work which they did in peace times, but who, if possible, are to learn some other branch of their own trade. Thus, for instance, a former mechanic accustomed to a given type of work can be taught the

office routine of his trade and can be fitted to step into the counting-room.

Into the third class of soldiers fall those who must change absolutely their trade and kind of work. Their course takes the longest, and includes a period in which both the men and their instructors study the situation to see what specialty the men are best fitted for. Their education includes a careful theoretical basis on which is imposed a practical superstructure.

The huge school building in the Faerberstrasse contains a number of classes in bookkeeping and general office routine—attended chiefly by soldiers who have been wounded in the feet or lower limbs and cannot move about rapidly, but who otherwise are sound. There is a machine shop at which a variety of trades can be taught to men who are capable of working at a machine with their hands but cannot use their legs to any great extent. A mechanical drawing department, a printing shop, a course in architecture for former members of the building trades who now must learn the theoretical side of their trades, an electrical laboratory, and courses in languages for men who have ambition to become salesmen after the war, have also been provided.

Not the least important side of the big school is its employment bureau, which works in conjunction with the big manufacturing plants of the city. Scores of soldiers unfit for further service in the field have already been placed in both new and old occupations about Dusseldorf. The school is absolutely free, as are also the board and maintenance of the soldiers. The length of the courses vary, but on the whole is shorter than might be anticipated. Over 400 men were equipped, between February 1 and Easter, for various branches of the metal trade, and now are in special courses which they will soon complete.

GENERAL EDUCATIONAL NOTES

The democratic platform of New Jersey favors extending the educational system, broadening the industrial educational system and providing more room for the normal schools.

The Dayton, Ohio, *Journal*, suggests that trade schools be established in the United States army. By opening a type of vocational school, each army post could offer to its men opportunities for self-improvement. It is believed by the originator of the idea that regular soldiers, thus schooled, would, on obtaining their discharge from the army, be better off. It does not appear

that the establishment of such schools is impossible. Nor would their operation cost a great deal of money. The theory is, also, that education during the leisure hours of enlistment will tend to improve the standards of the military service.

A new demand for courses in preparation for Latin-American trade has forced the New York University School of Commerce to expand and revise its Department of Foreign Trade. No less than 200 students are now doing work with this field in view. The foreign trade students fall into three classes. Many of them are candidates for the degree of Bachelor of Commercial Science who are specializing in Spanish American trade. Others are employes in business houses trading with South America who are taking special courses. A third group consists of the business fellowship men, employed by business houses and studying to equip themselves for advancement. Most of these men are interested in the foreign field.

Dean Burriss of the Teachers' College, University of Cincinnati, has reported to the Government Bureau of Education, that the Gary plan gives opportunities for vocational and industrial training which are, in his opinion, the best yet devised. But Superintendent Wirt emphasizes that his purpose is pre-vocational rather than that of a trade-school. He seeks to transform the play impulse into the work impulse, to educate the child by what interests him. The children see connections between learning and living as they go along. They are not separated from life to become "prepared for" life. Values are revealed to them as a motive for work by pointing out or creating situations in which these values are appreciated by them. Studies are correlated with activities, and school is correlated with daily life.

A review of the work being done and conditions existent in Buffalo, New York's evening schools has just been completed by the supervisors of the educational department, headed by Supt. Emerson and Dr. George E. Smith, supervisor of extension work. Automobile classes were found to be most popular, 92 pupils being registered in this branch at the Elm Vocational School, while there is a waiting list of 50 or more candidates. Most of the schools are filled to capacity and have waiting lists.

Nineteen public night schools were opened in St. Louis, with a total enrollment of 12,009, the average age of all students being about 25 years. Last year there were 9,362 students.

The first meeting of the Educational Society of Baltimore was held in McCoy Hall, Johns Hopkins University, recently.

At the opening of the fall classes of the night session of the State Trade school of Bridgeport, Conn., every depart-

ment was taxed to its capacity. The boys were given instruction in the various lines of work that they intended to take up, and plan of instruction for the winter was laid out. It is the intention of the Trade School to teach any trade, provided there is a demand by a sufficient number to warrant the labor and time. The school is open six nights a week, closing in April.

The Indian's economic needs are to be given primary consideration in plans now being formulated by the Bureau of Indian Affairs for putting all Indian schools of the country on a more efficient basis.

"I believe that men of higher mentality should be trained for locomotive engineers—college men, for example. Give them a course in a training school. They would only need experience, for already they have the mentality that the fireman lacks. One never heard of a longshoreman becoming a boat captain, so why should a locomotive fireman get to be an engineer? Railroads years ago would have done away with the process of promoting firemen, but the labor unions stood in the way. I believe the day will come when brains and not brawn will be the asset of an engineer." This protest against the method of promoting firemen was uttered by Dr. H. R. Sackett, chief surgeon of the Boston and Maine, in an address at the fifth annual session of the New York and New England Association of Railway Surgeons, held at the Hotel Astor, New York.

A new course has been started in the Buffalo, N. Y., Technical evening school for foundrymen and foundrymen's helpers who are actively engaged in the work. Subjects in the course have to do with foundry sands, foundry coke, science of moulding cast iron, operation and correct maintenance of cupolas. The course will last one term of twenty weeks. Students are expected from every foundry in the city.

Classes for brides-to-be are listed on the curriculum of the Evening Trade School of the Boston public schools. This year as last, there are about 500 enrolled for the afternoon classes, which include girls from 14 to 25, though in addition to the brides-to-be—who are hard to distinguish from the other pupils—there are housekeepers, helpers and waitresses, needle workers, seamstresses, milliners, dressmakers and designers and power machine operators. A smaller number of women already in the trades enrolled for the evening class, some of them clerks who want to learn how to make their own shirtwaists and Paris millinery. The cookery class made cake in the afternoon and frosting in the evening.

Connecticut College for Women opened September 27 at New London for its first classes, with a freshman registration

of about 100. It has five buildings, newly built, planned and equipped in the most up-to-date way.

The night public schools of the District of Columbia opened with more than 1,000 students presenting themselves for the courses. It is expected the enrollment will number 5,000 students when completed. Ten of the night schools are for white pupils and fourteen for colored.

This year, for the first time, manual training is being given in the grammar schools of Providence, R. I.

During the summer of 1910 about 600 children attended the Newark, N. J., summer schools. Since then the summer school has grown rapidly, and during the past summer 10,598 pupils were enrolled in the twenty-nine schools of that city. The supervisor contends that the summer schools have aided a large number of pupils to obtain additional promotions, and also has assisted many children who were not promoted at the close of the regular school term. The summer school has also aided overbright children to gain a higher grade upon the opening of schools in the fall. There are now four all-year schools in Newark.

A training school is to be established by the Studebaker Corporation at South Bend, Indiana, for the benefit of its male employes under 20 years of age. Three-year commercial, mechanical and technical courses will be given. The student will contribute .50 cents a week of his wages as a guarantee of good faith in continuing the course until it is finished. Upon completion of the course this money, with interest, will be returned. A bonus of \$100, \$50 and \$25 for each student completing the course with 95, 90 and 85 per cent. will be given by the company.

The importance of steam engineering in modern industrial life has been recognized by the establishment of a course in this subject at the Bushwick Evening Trade School, Brooklyn, N. Y.

Registrations received at the evening schools of Rochester, N. Y., total 4,313, breaking the record of last year for the same time by 1,388. This is an increase of 47 1-2 per cent. The largest gain at any one school is at Junior High, where the registration is 367 over that of last year.

Courses in shoemaking and repairing are to be added to the manual training work in the primary schools of Louisville, Ky.

There is a total attendance of more than 1,200 in the evening high and the evening trades school in Technical High, of Springfield, Mass., an increase of several hundred over last year.

A number of men have requested that a course be started at the Brooklyn, N. Y., Evening Trade School for training men to be capable of filling positions as inspectors of grading and paving, inspectors of masonry and buildings, of sewers, of iron and steel, etc., for the city, State and Federal service; also to fit them for the positions of superintendent, assistant superintendent and foreman for private construction companies. It is necessary that a sufficient number enroll before the Board of Education will consent to the starting of the class.

Confronted with an enrollment of 1,315 pupils, Principal Frank Daniel, of McKinley Manual Training School, of Washington, D. C., and his corps of teachers are seeking to relieve the congestion which has resulted in overcrowding of classrooms and prolongation of school hours until 4 o'clock in the afternoon. The new enrollment exceeds any recorded in the past.

Paterson, New Jersey, now teaches four subjects in its vocational classes, plumbing, carpentry, machinists and electrical workers.

Men and boys to the number of 275 enrolled in the workmen's and apprentices' night school at the Manual Training building, Louisville, Kentucky. Classes were organized in mechanical drawing, forge work, machine shop, woodwork, pattern making, electricity, chemistry and shop arithmetic. Prof. E. P. Chapin, principal, said some of the classes were so large that additional classes might be organized. The enrollment is about 50 per cent. larger than last year.

The Hartford, Conn., public evening schools opened with an approximate total registration of 1,759, and of this number fully 1,500 were in attendance at the opening sessions.

To lift the American woman from the lowly, menial position of household drudge and to give the work of the woman head of the household the status of a profession is the dream of one of Uncle Sam's foremost women economists, Miss Julia Lathrop, chief of the Children's Bureau in the Department of Labor. Miss Lathrop believes her dream will be realized by the creation of graduate schools for training women in original research applied to the life and interests of the family. It is Miss Lathrop's hope that women colleges of this nation which now give a "higher" education will establish graduate schools for giving women "highest" education.

Encouragement to the movement for a college for women in New Jersey and for the establishment of a normal school in the southern part of the State were given by Commissioner Calvin N. Kendall in a report to the State Board of Education. The paper analyzes the situation in the State as regards teachers, their training qualifications and number.

Creation of a trust fund of \$150,000, the interest of which is to be devoted to the higher and vocational education of children of the Masonic Widows and Orphans' Home, and the election of the principal officers formed the important business of one of the sessions of the one hundred and fifteenth annual convention of the Kentucky Grand Lodge, Free and Accepted Masons.

Already Baltimore City College night school, where many of Baltimore's great army of workers acquire an education during hours others spend in leisure, exceeds in enrollment the day school. Dr. George Steele, the night school principal, reported an enrollment of nearly 1,300, which necessitates the use of the Western High School to accommodate an overflow of about 200 students. Dr. Steele predicted for this year the biggest night school in the city's history.

Baltimore is one of the latest of the larger cities to consider adoption of the "Gary" plan for her public schools.

The new high school building at Hot Springs, Ark., has just been completed. The cost of the building and the equipment was something over \$205,000. There are 29 class rooms, besides the offices for the superintendent, principal, board of education, and vault and supply store rooms. The manual training, domestic economy, and commercial departments are up-to-date. The gymnasium is one of the best. The school as a whole is recognized as one of the finest in the South. The building, which is set upon a hill, is imposing in its general appearance.

Said Governor Whitman of New York in a recent address: "This generation witnesses a growing concern for the elementary schools—the schools of the people—and it is a most wholesome indication of our democratic citizenship. There were days when the boy who sat in the little country schoolhouse received an education as good perhaps as could be obtained in any school in the land, but the little red country schoolhouse has not kept pace in progress with the institutions in the larger centres of population. In these days, when transportation, even in the rural districts, has become comparatively easy, the movement for central rural schools, with trained and well-paid teachers, should make rapid headway."

Extension of the teaching of tailoring in the schools of the United States was urged by Frederick C. Croonborg, of New York and Chicago, in an address before the Merchant Tailors' Association of Washington. He said the war in Europe has caused many young people to come to this country who are interested in learning tailoring.

Committees of The National Association of Corporation Schools 1915-16

Trade Apprenticeship Schools

J. W. L. Hale, *Chairman*,
The Pennsylvania Railroad Co.,
Altoona, Pa.
W. L. Chandler,
Dodge Manufacturing Co.,
Mishawaka, Indiana.
J. M. Larkin,
Fore River Shipbuilding Corporation,
Quincy, Mass.
F. W. Thomas,
Atchison, Topeka & Santa Fe Railway,
Topeka, Kansas.
Paul V. Farnsworth,
Cadillac Motor Car Co.,
Detroit, Mich.
Thomas G. Gray,
Southern Pacific Co.,
Sacramento, Cal.

Advertising, Selling and Distribution Schools

Dr. Lee Galloway, *Chairman*,
New York University,
New York, N. Y.
Professor M. T. Copeland,
Harvard Business School,
Cambridge, Mass.
O. B. Carson,
American Optical Co.,
Southbridge, Mass.
Frank L. Glynn,
Boardman Apprentice Shops,
New Haven, Conn.
J. T. Spicer,
Thomas Maddock's Sons Co.,
Trenton, N. J.
F. E. Van Buskirk,
Remington Typewriter Co.,
New York, N. Y.
W. W. Kincaid,
The Spirella Co.,
Meadville, Pa.
H. G. Carnell,
The National Cash Register Co.,
Dayton, Ohio.

Accounting and Office Work Schools

George B. Everitt, *Chairman*,
National Cloak and Suit Co.,
New York, N. Y.
Dr. Louis I. Dublin,
Metropolitan Life Insurance Co.,
New York, N. Y.
R. H. Puffer,
Larkin Co.,
Buffalo, N. Y.
H. A. Hopf, Phoenix Mutual Life Insurance Co.,
Hartford, Conn.
Frederick Uhl,
American Telephone & Telegraph Co.,
New York, N. Y.
William R. DeField,
Montgomery Ward & Co.,
Chicago, Ill.

Special Training Schools

J. W. Dietz, *Chairman*,
Western Electric Co.,
Chicago, Ill.
J. E. Banks,
American Bridge Co.,
Ambridge, Pa.
Dr. Walter Dill Scott,
Northwestern University,
Evanston, Ill.
Fred R. Jenkins,
Commonwealth Edison Co.,
Chicago, Ill.
W. K. Page,
Addressograph Co.,
Chicago, Ill.

Retail Salesmanship

James W. Fisk, *Chairman*,
J. L. Hudson Dept. Store,
Detroit, Mich.
Miss Beulah Kennard,
105 West 40th Street,
New York, N. Y.
Miss Lilian Meyncke,
The Rike-Kumler Co.,
Dayton, Ohio.
H. G. Petermann,
United Cigar Stores Co.,
New York, N. Y.
Mrs. Lucinda Prince,
264 Boylston Street,
Boston, Mass.
Ralph W. Kinsey,
Dives, Pomeroy & Stewart,
Reading, Pa.

Employment Plans

E. P. Pitzer, *Chairman*,
Equitable Life Assurance Society,
New York, N. Y.
N. F. Dougherty,
The Pennsylvania Railroad Co.,
Philadelphia, Pa.
Philip J. Reilly,
Dennison Manufacturing Co.,
Framingham, Mass.
Edward B. Saunders,
Simonds Manufacturing Co.,
Fitchburg, Mass.
W. M. Skiff,
National Lamp Works, General Electric Co.,
Nela Park, Cleveland, Ohio.

Public Education

E. H. Fish, *Chairman*,
Norton & Norton Grinding Companies,
Worcester, Mass.
E. G. Allen,
Cass Technical High School,
Detroit, Mich.
Arthur E. Corbin,
Packard Motor Car Co.,
Detroit, Mich.
Arthur W. Earle,
Winchester Repeating Arms Co.,
New Haven, Conn.
Miss Harriet Fox,
Strawbridge & Clothier,
Philadelphia, Pa.

Committees of The National Association of Corporation Schools 1915-16

Safety and Health

Sydney W. Ashe, *Chairman*,
General Electric Co.,
Pittsfield, Mass.
L. H. Burnett,
Carnegie Steel Co.,
Pittsburgh, Pa.
Arthur T. Morey,
Commonwealth Steel Co.,
St. Louis, Mo.
J. C. Robinson,
The New York Edison Co.,
New York, N. Y.
C. B. Auel,
Westinghouse Electric & Manufacturing
Co.,
East Pittsburgh, Pa.

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